

Building-Based Literacy Team Components What Gets Addressed By Whom?

The ACID Test By Sally Grimes, Ed. M.

Assessment: This team is typically led by the principal, but another building leader could moderate the Literacy Team. Someone on this subcommittee should be familiar with the assessment process and data management. This subcommittee researches the various aspects of assessment such as:

- which assessments should be given at what time of year, by whom, and to whom
- who will organize the procedures on the assessment days
- where will the assessments will be given
- who will order, maintain and prepare the materials
- who will oversee the process
- who will train the people administering the assessments and how that will be done
- The details of the Data Meetings (agenda, schedule, composition of the team) and the Progress Monitoring process

Curriculum: This group researches core, supplemental and intervention programs for use in each tier. Also, it works closely with the Professional Development subcommittee so that proper training can occur for the various programs. This group also helps plan how to help teachers prepare the materials needed to use with the learning center activities. All areas of Language Arts (Reading, Writing, Literature etc.) are discussed.

Infrastructure: This subcommittee has the most complex job since it involves the schedules of almost everyone and creating schedules that allow for tiers of instruction (intervention-extension time) that is central to RtI. RtI also depends on scheduling common planning time, grade level meetings, data meetings, curriculum review, communication, outreach to the community and parents, and eventually, before-school or after-school or summer programs.

(Professional) Development: This group devotes time to developing surveys to determine knowledge of the teachers, their needs, the formation of Study Groups. It links PD with the curriculum subcommittee. In addition, this group must coordinate with the general PD in the district, if appropriate. The PD of administrators, teachers and paras is discussed and planned. This should involve PD at all levels, including the administrative level and link ELL, Title 1, General Education and Special Education.

Who will be on the team? There should be approximately 6-10 representatives from all affected components of the school: General & Special Ed, Title 1, ELL, Targeted Grade Levels, Administration, and Teachers.

Should the team members be volunteers or appointed? This depends upon the school culture, willingness to participate, the politics of the initiative, etc. Are some teachers opposed? Are there knowledgeable people who will be helpful? Are there some specific leaders who can be helpful in getting the “buy in of resistors? Are there some “worker bees” who are definitely important?

Should membership be on a rotating basis? This can be helpful if too many people want to be on the team. It can slow things down, however, and is not usually recommended.

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